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ABSTRACT

Designed as a course to help senior high school students find their place as adults through involvement in the community, this unit allows students to work together, do volunteer work, recruit class speakers, participate in field trips, and help plan the class. This unit is divided into four sections: (1) organizing the class, (2) using the telephone to recruit speakers, (3) preparing for the speakers, and (4) doing volunteer work. Each unit includes a statement of the chief emphasis of the section, student behavioral objectives, student class obligations, materials needed (forms, information, and instructions), and class procedure (a guide for teachers suggesting learning activities for each class day to meet the objectives). A list of suggested sources to use for background information completes the unit. (EM)

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ROSEVILLE AREA SCHOOLS

Independent School District 623
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SENIOR HIGH

ADULT WORLD COMMUNICATION

VOLUNTEER UNIT

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INTRODUCTION

Adult World Communication is a class designed to help students find their place as adults through involvement in the community. The course relies heavily on help from the community in the form of speakers, places for students to do volunteer work, and field trips.

In class students will work together in small groups, learn telephone skills, give introductions for speakers, work as a volunteer for a day, be an active member of a group meeting, recruit community members to speak to the class, participate in field trips, and help plan the class. As a result, they will learn about social agencies, volunteers, consumer rights, leisure time activities, vocational training programs, government agencies, as well as developing interpersonal skills.

This unit is divided into four sections: 1) Organizing the Class, 2) Using the Telephone to Recruit Speakers, 3) Preparing for the Speakers, and 4) Doing Volunteer Work. The format for each section is as follows:

I. Chief Emphasis of Section

II. Student Objectives

III. Class Obligations

IV. Materials Needed

V. Procedure

The unit as written can be as extensive as the teacher desires. It has been taught as a nine week course to students who will seek no further education after high school. Because students who select this course will frequently lack motivation and confidence, it is especially important to provide individual and group learning experiences which are designed to be attractive, rewarding, and successful.

Sections II, III, and IV are actually taught simultaneously because

speakers will be coming into the class while planning for volunteering is being completed.

SECTION I: ORGANIZING THE CLASS

I. Chief Emphasis

Since most of the organization in this class is done by the students, the right direction must be given at the onset of the class. It is during this section that officers are elected and students are assigned to committees. Also, during this section grading procedures are decided and work is outlined.

The students will be provided with the opportunity to voice their opinions of how they will be graded and how the class should be run. From this they may build self confidence and respect.

II. Student Objectives

A. Students will elect officers for the class.

B. Students will discuss grading possibilities.

C. Students will identify the committee on which they will serve.

D. Students will identify what is expected of them in this course.

E. Students will identify parliamentary procedure and use it.

III. Class Obligations

A. All students will serve on a planning committee.

B. All students will be active in class discussion and decisions.

IV. Materials Needed:

A. Grading sheet

B. Committee structures

C. List of obligations for entire class

V. Procedure

The length of this section depends on the class. If they have not been introduced to parliamentary procedure, at least two or three days will have to be spent on this in addition to the information listed below. Also, you may want to spend some time on decision making process.

Day 1

Introduction of Unit - What To Expect and Do. Explain that each student is responsible for: 1) serving on a planning committee, 2) contacting and introducing a speaker for the class, 3) participating in field trips, 4) participating in service day as a volunteer, and 5) being an active member of the class.

You should spend some time on a decision making process and/or small group process. If you feel the class needs it, you may spend 2-3 days on this.

Day 2

Introduction of Committee Structure. Spend time discussing the functions and duties of each committee. Have students sign up for committees.

Day 3

Election of Officers. This is optional. If you feel your class would run better with you as president, omit the election. Run small group meetings to plan the strategies.

Day 4

Decision of Grading Procedure. Introduce several possibilities for grading (e.g. participation, attendance, completion of requirements). If possible, let the students reach the final conclusion.

Day 5

Small Group Meetings. On this day, meet with each committee for a short time to help give them direction. The small group meetings will continue throughout the course as the committees plan for the speakers, and learn more about their group. As you can see, depending on the class, the organizing could run from a minimum of five days to as many as eleven or twelve days.

GRADING SHEET

You will use this for your grade for this Adult World Communication Class. Notice you will have to keep track of your own participation. We will use this to discuss your grade for the course.

Attendance (Number of days absent)

Speakers (Speakers you personally contacted) Attach speaker forms (regardless of whether they appeared or not).

Speakers (Speakers your group contacted)

Service Day (Where did you go? How valuable were you?)

Field Trips (Those you attended)

Questions (Did you ask questions? Often? Rarely? Never? Why?)

COMMITTEE STRUCTURE

Listed below are some examples of organizations which fit the committees.

Officers (If used)

President

Secretary

Treasurer

Committees

I. Social Agencies
Duties and Problems: To inform class of agencies to aid society.
1. Welfare
2. Youth Emergency Services
3. Planned Parenthood
4. Public Health

II. Volunteer Committee
Duties and Problems: To inform class of volunteer agencies and methods of becoming a volunteer.
1. Candy Stripers
2. Area Playground
3. YES
4. Big Brother
5. Student Government
6. City Government

III. Consumer Committee
Duties and Problems: To inform class of organizations and methods of becoming a wise consumer.
1. Better Business Bureau
2. Chamber of Commerce
3. Health Services
4. Insurance
5. State Dept. of Consumer Affairs
6. Various consumer problems

IV. Leisure Time Committee
Duties and Problems: To inform class of productive leisure time activities and organizations.
1. Clubs
2. Museums
3. Theatre
4. Symphony
5. Movies
6. Specialized recreations

V. Vocation Committee
Duties and Problems: To inform class of vocational training programs in the area.
1. Correspondence courses
2. Trade schools
3. Business schools
4. Adult education programs

VI. State and Local Government
Duties and Problems: To inform class of the government agencies and their functions.
1. Village government
2. Police department
3. State agencies

Each person must serve on a committee.

CLASS OBLIGATIONS

1. All students will serve on a planning committee.
2. All students will be active in class discussions and decisions.
3. All students will be involved in the tele-trainer activity.
4. All students will make initial telephone contact with a potential resource person.
5. All students will fill out and hand in telephone information forms.
6. All students will write a sample introduction.
7. All students will introduce one speaker to the class.
8. All students will compose good questions.
9. All students will complete at least three speaker evaluation forms.
10. All students will involve themselves in a volunteer situation.
11. All students will make written contact with the volunteer situation at least ten days before the service day.
12. All students will provide evidence of assignment involvement by completing necessary forms.
13. All students will supply written parental consent slips for transportation.
14. All students will make up work they miss in other classes because of service day.

SECTION II: USING THE TELEPHONE TO RECRUIT SPEAKERS

I. Chief Emphasis

Because the major portion of the class activity is centered around the proper and effective use of the telephone, this unit is designed to develop student awareness and proficiency in telephone use.

II. Student Objectives

A. Students will identify acceptable use of the telephone as demonstrated in student role playing with the tele-trainer.

B. Students will develop listening and speaking skills as demonstrated by student contact of resource people and correct form completion.

C. Students will describe individual values of effective telephone use as it relates to occupations, work situations, and personal work behavior.

D. Students will describe the relevance of effective telephone use in individual aptitudes and abilities for broad occupational areas.

E. Students will gather information concerning the factors necessary for success in all life style situations.

III. Class Obligations

A. All students will be involved in the tele-trainer activity.

B. All students will make initial telephone contact with a potential resource person.

C. All students will fill out and hand in telephone information forms.

IV. Materials Needed:

A. Role playing situations

B. Telephone information

C. Speaker form

V. Procedure:

Day 1

Introduce concept of making telephone calls to potential resource people. Introduce Tele-trainer (a telephone simulator donated for use by Bell Telephone Company). Contact Public Relations Office, Bell Telephone Company, Minneapolis, Minnesota.

Day 2

Have students use role playing method with Tele-trainer.

Day 3

Discuss some do's and don't's of using the telephone, telephone etiquette. Review the Telephone Form with students.

Role playing situations for use on Tele-trainer:

Situation 1) Governmental agency:

Role 1. Student calling about information on controls of the Food and Drug Administration

Role 2. Agency central information person

Role 3. Office secretary

Role 4. Administration to be contacted

Situation 2) Social Agency (volunteer work):

Role 1. Student inquiring about volunteer work at the McDonough Housing Project

Role 2. Central switchboard operator at project

Role 3. Supervisor in charge of grounds

Role 4. Director of Head Start program for project

Role 5. City Parks and Recreation Supervisor

Role 6. Head of Head Start program

Situation 3) Confirmation call to resource person:

Role 1. Student confirming appointment with speaker (without proper information)

Role 2. Operator

Role 3. Central switchboard operator at agency

Role 4. Floor 4 switchboard operator

Role 5. Floor 5 switchboard operator

Role 6. Central switchboard operator

Role 7. Secretary of resource person to be contacted

Situation 4) Confirming call (with proper information):

Role 1. Student confirming appointment of resource person

Role 2. Secretary of resource person to be contacted

TELEPHONE INFORMATION

Name_____

Organization being contacted_____

Address of organization_____

Phone number of organization_____

Name of individual you are to contact_____

Title or position_____

Phone extension number_____

Information you should give to person contacted:

Your name

You are from Kellogg Senior High School in Roseville, 15 East County Road B-2 - 484-7201

Your class -- Adult World Communication class

Date you want speaker_____

Hours you want speaker (<u>if both hours, mention both classes and beginning and end of each</u>)

Information about class - chief function - getting acquainted with the services of the community.

Audience - primarily seniors

Subject - what do you want him to speak about (<u>what service does his agency perform</u>)

Using the above information fill out the speaker form and return both to instructors.

SPEAKER FORM

Using information from telephone form, fill in all blanks and turn in to group secretary.

NAME OF SPEAKER _____

PHONE NUMBER CONTACTED _____

NAME OF ORGANIZATION _____

DATE SPEAKING _____

TIME SPEAKING _____ 3rd hr. - 10:00 4th hr. - 11:00 _____

TIME OF ARRIVAL _____

PERSON MAKING CALL _____

GROUP NAME _____

STUDENT RESPONSIBLE FOR MEETING THE SPEAKER

_____

STUDENT RESPONSIBLE FOR INTRODUCING THE SPEAKER

_____

SECTION III: PREPARING FOR THE SPEAKERS

I. Chief Emphasis

In Section II, students learned the proper use of the telephone and hopefully contacted a person who would be willing to speak to the class. Before these speakers appear, students should learn how to make introductions, how to ask questions, and how to be a good audience. This section emphasizes those three aspects.

II. Student Objectives

A. Students will compare and contrast methods of speaker introductions.

B. Students will identify good introductions.

C. Students will identify proper questioning techniques.

D. Students will identify the qualities of a good audience.

E. Students will develop speaking and listening skills as demonstrated by their participation in introducing a speaker and being a part of an audience.

III. Class Obligations

A. Students will write a sample introduction from given information.

B. Students will introduce one speaker to the class.

C. Students will compose two or three good questions in a simulation exercise.

D. Students will ask good questions when speakers come to class.

E. Students will be an active part of the audience.

F. Students will complete at least three speaker evaluation forms.

IV. Materials needed

A. Information for Introduction

B. Speaker Evaluation Forms

C. Responsibility for Speaker

V. Procedure

Since this section deals with preparation for the speakers, try to use it before any speakers come to the class.

Day 1

Introduce "how to" give introductions. If you are not familiar with the methods used, consult any public speaking book for background information.

Hand out the Information for Introduction and have students write a sample introduction. If time allows, have students (or you) read them to the class and discuss. Be sure to correct them and return to students.

On the days that speakers come to class, students have the obligation to make the speaker introductions. Hand out Speaker Responsibility Sheet and have each student fill out the sheet and turn it in the day before their introduction is to be given.

Days 2 and 3

Introduce and discuss how to ask questions. This could be expanded to more than one period if the class needs more work.

After you have introduced how to ask questions, give the class a trial run. You deliver a 10-15 minute talk on a topic such as "Careers in Teaching." At the end of the speech have each student write two or three good questions. Collect the questions. Read them, answer them, and discuss the type of question.

Day 4

Introduce and review the Speaker Evaluation Form. Each student will be required to complete forms for at least three speakers. They may do more, but the minimum is three. Don't require them to do one for each speaker or they may not enjoy the speakers. You may wish to give extra credit for more than the minimum. These forms will be handed in the day following a speaker. To eliminate copying do not return any of the forms until the end of the course.

INFORMATION FOR SAMPLE INTRODUCTION

Name: Ms. Jane Jacobs

Position: Member of the city council

Occupation: Lawyer

Degree: University of Minnesota

Number of years of service: 8

Marital status: Married

Number of children: 3 all school age

Hobbies: Skiing, reading, handicrafts, traveling, camping

Miscellaneous: Has been active in many reforms in the community; plans to run for a state government office in the future; believes strongly in women working

SPEAKER EVALUATION FORM

Name of Speaker: _____

Agency Represented: _____

Date of Speech: _____

What did you learn from the speaker?

What was the key point of his/her speech?

Comment on the speaker's delivery.

Would this be a worthwhile speaker to have for future classes?

RESPONSIBILITY FOR SPEAKERS

When you are responsible for a speaker:

1. Call the speaker two days before to remind him that he is to speak to your class.

2. Meet the speaker in the office.

3. Introduce the speaker to the class.

   A. Tell the class the qualifications of the speaker.

   B. Tell how his field relates to the audience.

   C. Give the subject of his speech.

   D. Give his name clearly.

Write out your introduction on this sheet and hand in the day before you are to give it.

Comment on how you obtained the speaker, any problems you encountered.

SECTION IV: DOING VOLUNTEER WORK

I. Chief Emphasis

This unit will provide an opportunity for students to use undeveloped talents to help others in need of their services.

Students will be provided with the opportunity to: 1) be involved in significant successful experiences which are especially relevant to their life goal or immediate life situation as demonstrated by student and agency evaluations, 2) build self confidence and respect, 3) become involved in community affairs as demonstrated by the numbers of students who continue in volunteer work beyond the course completion, and 4) understand the needs, effect, and rewards of volunteer work in their lives and in society.

II. Student Objectives

A. Students will analyze the social roles and life-style implication of tentative career plans.

B. Students will participate in family, school, and community activity and describe contributions.

C. Students will develop and practice the interpersonal competency skills required in preferred career and life-style plans.

D. Students will exhibit interdependence and cooperation in task situations.

III. Class Obligations

A. All students will involve themselves in a volunteer situation.

B. All students will volunteer for a recognized social agency.

C. All students will volunteer for a non-profit organization.

D. All students will make written contact with the agency at least ten (10) days before service day.

E. All students will allow for time equal to their school hour commitment.

F. All students will provide evidence of assignment involvement by completing necessary forms.

G. All students will provide transportation to and from their volunteer station.

H. All students will supply written parental consent slips for transportation.

IV. Materials Needed:

A. Form for initial sign up with agency - Part A

B. Form to be returned by immediate supervisor - Part B

C. Form for student evaluation of program activity - Part C

D. Form for transportation - student ride and parental consent slip - Part D

V. Procedure

This unit will be extended over a six (6) week period of time and is not intended to be completed in six consecutive meeting dates.

Day 1

Introduction to concept of volunteering. This is best done one day during the class organization period.

A. Definition of volunteering

B. Speaker from volunteer agency scheduled to introduce the volunteer program if possible

C. Question and answer session

Day 2

Introduction of obligation to volunteer as a class project. Best done after Section I is completed.

A. Date of obligation

B. Presentation and explanation of handouts

C. Question and answer period

Day 3

Help students arrange for stations for the service day. If you can get a resource person from a volunteer agency it would be very helpful.

Day 4

This day is to be spent checking forms on student progress.

Day 5

This is the actual service day. Be sure to check student destination and recheck rides and riders.

Day 6

Student Program Evaluation Form and sharing of experiences the student had. This would be best done a couple days after the service day. Too long a lapse of time will fog memories.

Service Day Form A

SERVICE DAY FORM - ADULT WORLD

This form must be filled out, signed and returned.

1. STUDENT NAME_____

   GROUP_____

   CLASS #_____

2. NAME OF ORGANIZATION_____

   NAME OF IMMEDIATE SUPERVISOR_____

   PHONE #_____

3. ADDRESS OF ORGANIZATION_____

   ADDRESS WHERE YOU WILL BE ON SERVICE DAY_____

   _____

Service Day Form B

Name of Volunteer_____

SUPERVISOR EVALUATION

Name of Supervisor_____

Name of Agency_____

This form is to be used to evaluate the volunteer program as a part of the Adult World Communication class at Frank B. Kellogg Senior High School. Would you please answer the following questions as briefly as possible concerning the volunteer you supervised? Upon completion return in the self addressed stamped envelope the volunteer gave you.

1) What time did the volunteer arrive?

2) What time did the volunteer leave?

3) What particular duties were expected of the volunteer?

4) Did the volunteer perform as expected?

5) Would you be willing to accept another volunteer from our program?

6) Is there any way in which we can prepare the volunteer for your particular type of assignment?

_____

Signature of supervisor

Service Day Form C

STUDENT PROGRAM EVALUATION FORM

Student Name_____

1) What time did you arrive at your volunteer station?

2) What time did you leave your volunteer station?

3) Who was your immediate supervisor?

4) What was expected of you as a volunteer?

5) Did you feel adequate for the particular job you were given?

6) What is your overall feeling at this time about your service day?

7) Do you foresee becoming a volunteer in the near future because of this program?

Service Day Form D

TRANSPORTATION SLIP

Dear Parent:

Your student will be involved in a volunteer service day for the Adult World Communication class on the _____ day of _____. The student will be spending the day at _____ on a voluntary basis. Transportation is not supplied and your student will be riding with _____ or will be supplying transportation for _____. Your signature is necessary so we know you are aware of your student's involvement.

_____
Parent Signature

SUGGESTED SOURCES TO USE FOR BACKGROUND INFORMATION

Benson, Arland. "Personalizing Education Using Group Methods." St. Paul, Minnesota: Pupil Personnel Services, Minnesota Department of Education. (1975)

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